

# LONG TERM CURRICULUM MAP

## Reception

This document **MUST** be used in conjunction with the BYPS Progression Grids/ Intent Document

SUBJECT		AUTUMN		SPRING		SUMMER	
Topic		AUTUMN 1 Sea I wonder what's down there?	AUTUMN 2 Space I wonder what's up there?	SPRING 1 Transport I wonder how to get there?	SPRING 2 Plants I wonder how it grows?	SUMMER 1 Animals I wonder who lives there?	SUMMER 2 Exploring I wonder how it's made?
Outings			Science Museum: Destination Space	Loon Fung Grocery	Transport Museum	Ambalo Chicken Visit/ Ark Farm	Grove Park
	CORE TEXTS	<b>The Rainbow Fish</b> <b>How Deep is the Sea?</b> Non- Fiction Section: Animal Encyclopaedia - DK My First Animal Encyclopaedia: <b>Protected Characteristics:</b> We're All Wonders	<b>How to Catch A Star</b> <b>Whatever Next</b> Non-Fiction: Oswald Lift and Flap Space Book Book about Space <b>Protected Characteristics:</b> Samantha Cristoforetti Cosmic Yoga Series	<b>Mrs Armitage on Wheels</b> <b>The Hundred Decker Bus</b> Non-Fiction: My Book about Transport <b>Protected Characteristics:</b> Amelia Earhart: Little People, Big Dreams	<b>Oliver's Vegetables</b> <b>The Enormous Turnip</b> Non-Fiction: Plant Encyclopaedia What a Waste <b>Protected Characteristics:</b> Oliver's Fruit Salad Clean Up	<b>Monkey Puzzle</b> <b>We're Going on a Bear Hunt</b> <b>Lost and Found</b> Non- Fiction Section: Animal Encyclopaedia - DK My First Animal Book <b>Protected Characteristics:</b> Handa's Noisy Night	<b>The Giant Jam Sandwich</b> <b>The Shoe Maker and the Elves</b> <b>Something from Nothing</b> Rosie's Walk Non-Fiction: Osbourne Book- Material
Communication & Language	Listening, Attention and Understanding	Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Understand how to listen carefully and why listening is important. Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books.		Learn rhymes, poems and songs. Engage in non-fiction books showing increase sustained concentration. Listen to and talk about stories to build familiarity and understanding, applying new vocabulary. Engage in non-fiction books showing increase sustained concentration.		Continue to develop a repertoire of rhymes, poems and songs. Listen to and talk about stories, understanding, applying new vocabulary learned from stories and non-fiction books read in a range of contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	

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	<b>Speaking</b>	<p>Develop social phrases. Learn new vocabulary. Begin to apply new vocabulary through the day. Describe events in some detail To respond to questions appropriately, demonstrating their understanding in their answers.</p>		<p>To use repeated phrases and own words to retell a story. Apply an increased amount of new vocabulary to their play. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Use new vocabulary in different contexts. Begin to use talk to help work out problems and organise thinking and activities. To begin to use talk to explain how things work and why they might happen.</p>		<p>Use new vocabulary in a wider range of contexts. To confidently use talk to help work out problems and organise thinking and activities. To confidently use talk to explain how things work and why they might happen, applying newly learned vocabulary. To confidently use repeated phrases and own words to retell a story applying newly learned vocabulary. To connect one idea or action to another using a range of connectives more frequently.</p>	
<b>LITERACY</b>	<b>WORD READING</b>	<p>Begin to read some individual letters by saying the sounds for them. Begin to blend sounds in simple CVC words.</p>	<p>Read all of Set 1 letters by saying the sounds for them confidently. To confidently blend simple CVC words using all consonants and vowels from Set 1 sounds. Begin to read some red words. Re-read books to build up their confidence in word reading. Begin to read simple phrases.</p>	<p>Begin to blend words using Set 2 special friends. To be able to read red words found in familiar texts. Read simple phrases and sentences made up of words with known letter-sound correspondences. Re-read books to build up their confidence in word reading and their fluency.</p>	<p>Read words using Set 2 special friends with confidence. Read simple phrases and sentences made up of words with known letter-sound correspondences, and where necessary, a few exception words To independently use their phonics knowledge to decode unfamiliar words.</p>	<p>Begin to read words with two syllables, incorporating all of the sounds they know. To be able to read red words found in a range of texts. Read with increasing confidence phrases and sentences made up of words with known letter-sound correspondences and red words. Re-read books to build up their confidence in their fluency and their understanding and enjoyment.</p>	<p>To read with two syllables, incorporating all of the sounds they know with confidence. Read with increasing confidence phrases and sentences made up of more complex words and red words.</p>

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<b>COMPREHENSION</b>	To explain their understanding in child based play and simple stories.		To explain their understanding when resolving conflicts and working through a challenge.		To explain their understanding when working as part of a team.		
	<b>WRITING</b>	To be able to form l family letters correctly: i ,l, j, t, f ,s To begin to sound talk words on fingers and write sounds in a phonic frame. To begin to Fred talk words on fingers and to begin to write simple CVC words.		To be able to form r family letters correctly: r h b h j m n p To begin to Fred talk words on fingers and to begin to write CVC / CCVC words		To be able to form c family letters correctly: a c d g o q u y To begin to Fred talk words on fingers and to begin to simple phrases which are phonetically plausible. To begin to use finger spaces when writing.	
		To be able to the following letters correctly: e v w x z f s To use finger spaces when writing simple sentences and phrases. To begin to re-read what they have written to check that it makes sense.		Form most lower-case and begin to form some capital letters correctly. Write short sentences with words with known letter-sound correspondences, beginning to using a capital letter and full stop. To begin to re-read what they have written to check that it makes sense.			
<b>Phonics</b>	<b>We follow the Read Write Inc Phonics programme</b>						

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<p><b>MATHEMATICS</b> (Using White Rose for Reception Scheme of Work)</p>	<p><b>Alive in 5</b> <b>Mass and capacity</b> To count objects, actions and sounds. To subitise up to 5. To compare length, weight and capacity. <b>Vocabulary</b> subitise, combine, join, more, altogether, add, less, subtract take away, subitise</p>	<p><b>Growing 6, 7, 8</b> <b>Length, height and time</b> To understand the 'one more than/one less than' relationship between consecutive numbers. <b>Vocabulary</b> order, more, less <b>Vocabulary</b> Sequence, tallest, shortest, big, small, weight, heaviest, lightest, longest, length, days of the week</p>	<p><b>Building 9 and 10</b> <b>Exploring 3D shapes</b> To have a deep understanding of number to 10, including the composition of each number. To link the number symbol (numeral) with its cardinal number value. To explore the composition of numbers to 10. To compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. To explore and represent patterns within numbers up to 10, and how quantities can be distributed equally <b>Vocabulary</b> curved, side, corner vertices, face, edge, even, odd, double</p>	<p><b>To 20 and beyond</b> <b>How many now?</b> To count beyond ten. To verbally count beyond 20, recognising the pattern of the counting system. To compare numbers. <b>Vocabulary</b> repeating patterns colours, same, compare</p>	<p><b>Manipulate, compose and decompose</b> <b>Sharing and grouping</b>  Select, rotate and manipulate shapes in order to develop spatial reasoning skills. To compose and decompose shapes. To continue, copy and create repeating patterns. <b>Vocabulary:</b> repeating pattern, missing number, altogether, add, take away, one more, one less, shape, sides, longest, shortest, measure</p>	<p><b>Visualise, build and map</b> <b>Make connections</b> <b>Consolidation</b> To automatically recall number bonds for numbers 0–10. To automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <b>Vocabulary:</b> map, start, finish</p>
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UNDERSTANDING THE WORLD	SCIENCE	<p>To begin to develop curiosity and a sense freedom to touch, smell and hear the natural world around them during hands-on experiences.</p> <p><b><u>Forces</u></b></p> <p>To observe and interact with natural processes, such objects floating and sinking in water.</p> <p><b><u>Sound</u></b></p> <p>To listen to sounds outside and identify the source.</p> <p>To observe and interact with natural processes, such as a sound causing a vibration.</p> <p><b><u>Vocabulary:</u></b> floating, sinking, vibration, surface</p>	<p><b><u>Earth and space</u></b></p> <p>Recognise some environments that are different to the one in which they live.</p> <p><b><u>Vocabulary:</u></b> outer space, planet, earth, atmosphere</p> <p><b><u>Light</u></b></p> <p>To observe and interact with natural processes, such light travelling through transparent material and an object casting a shadow.</p> <p><b><u>Vocabulary:</u></b> light, transparent, opaque, translucent,</p>	<p><b><u>Forces</u></b></p> <p>To observe and interact with natural processes vibration a magnet attracting an object.</p> <p><b><u>Vocabulary:</u></b> attract, force, magnet</p>	<p><b><u>Living Things and Their Habitats</u></b></p> <p>Recognise some environments that are different to the one in which they live.</p> <p>To develop curiosity and a sense freedom to touch, smell and hear the natural world around them during hands-on experiences. To closely observe and draw pictures of the natural world, including animals and plants.</p> <p>To explore plants in the surrounding natural environment.</p> <p>To explore plants and animals in a contrasting natural environment.</p> <p><b><u>Vocabulary:</u></b> weed, plant stems, bulbs, seeds, flowers, petals, leaves, roots, bark,</p>	<p><b><u>Animals Including humans</u></b></p> <p>To develop curiosity and a sense freedom to touch, smell and hear the natural world around them during hands-on experiences. To closely observe and draw pictures of the natural world, including animals and plants. To name and describe animals that live in different habitats.</p> <p>To begin to describe habitats.</p> <p>To explore animals in the surrounding natural environment.</p> <p><b><u>Vocabulary:</u></b> Desert, Arctic, Woodlands, adaptation,</p>	<p><b><u>Materials</u></b></p> <p>To observe and interact with natural processes, such as ice melting and observing yeast.</p> <p><b><u>Vocabulary:</u></b> texture, properties, change, air bubbles, expand, condense</p>

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	<p style="text-align: center;"><b>Seasonal Change</b></p> <p style="text-align: center;"><b>To play and explore outside in all seasons and in different weather.</b></p> <p style="text-align: center;"><b>To observe and explore living things throughout the year.</b></p> <p style="text-align: center;">To understand the effects of the changing seasons on the natural world around them. To understand that we need to change what we do/wear in response to the weather.</p> <p><b>Planting: Autumn:</b> decaying plants, pruning, dig up and separate bulbs. <b>Spring:</b> picking and non-picking flower beds, Early Spring; cress, beans, sunflowers, potatoes</p> <p style="text-align: center;"><b>Summer-</b> dig up potatoes and make potato salad, pick peas, separate sunflower seeds.</p> <p><b>Mud Kitchen: Autumn-</b> use autumn leaves and conkers to make food in mud kitchen, <b>Winter-</b> freeze small toys in water, freeze water in different size containers, add glitter to cups of water <b>Summer-</b> children to bring in wilted flowers and garden cuttings to mix up ingredients and make perfume.</p> <p><b>Weather changes: Windy:</b> Making kites, experiment with paper bags, paper airplanes, simple streamers <b>Rainy:</b> Wasted felt markers mixed with rain to make drawings, various containers to catch water, wear wellies and shower caps to play in the rain. <b>Snowy</b> Children to make snow balls, to use paintbrushes to write in snow <b>Hot</b> Children to use paint brushes to draw on walls with water, children to complete traveling water challenges using guttering</p> <p style="text-align: center;"><b>Vocabulary</b></p> <p style="text-align: center;">Spring, Summer, Autumn, Winter, seasons, shower, raining, storm, thunder, lightning, hail, sleet, snow, frost, puddles,</p>		
<b>HUMANITIES</b>	<p style="text-align: center;"><b><u>Where do I live?</u></b></p> <p>To know that positional language and directions can tell us where to go. To know their address and where in the country it is. To understand that London is made up of different areas and to know where their school is.</p> <p style="text-align: center;"><b>Vocabulary</b></p> <p style="text-align: center;">Map, direction</p>	<p style="text-align: center;"><b><u>How do I get there?</u></b></p> <p>To start to understand that people around the world have different beliefs, attitudes, customs, traditions and roles in society and learn why it is important to treat everyone with respect. (China, Africa) To use a range of sources such as simple map and photographs. To begin to link their knowledge of the world around them to places further away and explore how they are the same and different.</p> <p style="text-align: center;"><b>Vocabulary</b></p> <p style="text-align: center;">globe, mountain, ocean, culture</p>	<p style="text-align: center;"><b><u>What happened in the past?</u></b></p> <p>To talk about experiences that are familiar to them and how these may have differed in the past To organise events using basic chronology, recognising that things happened before they were born. To talk about events in their life and the lives of people they know.</p> <p style="text-align: center;"><b>To be aware of events/celebrations that take place at specific points of the year.</b></p> <p style="text-align: center;"><b>Vocabulary</b></p> <p style="text-align: center;">Tradition, change, past</p>
<b>COMPUTING</b>	<p>To develop mouse skills. To be able to identify technology in their environment.</p> <p style="text-align: center;"><b>Vocabulary</b></p> <p style="text-align: center;">technology, keyboard, tablet</p>	<p>To be able to take a digital photo. To be able to open a computer program and navigate with support.</p> <p style="text-align: center;"><b>Vocabulary</b></p> <p style="text-align: center;">Mouse, programme, screen,</p>	<p>To begin to type on the computer.</p> <p style="text-align: center;"><b>Vocabulary</b></p> <p style="text-align: center;">Type, keys, cursor</p>

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<b>ART &amp; DESIGN</b>	<p><b>Making Simple Representations</b> To be able to create simple representations of things they see in natural world around them. To begin to simple language use language to define colours, shapes, texture and smells in their own words.</p> <p><b>I Am an Artist/ Knowledge of Artists</b></p> <p>Week 5-6: To make a creation in the style of Andy Goldsworthy (outdoor nature art using leaves, sticks and stone).</p> <p><b>Vocabulary</b> Texture, patterned, pastel,</p>	<p><b>Colour and Pattern making</b> To develop their colour-mixing techniques to enable them to match the colours they see and want to represent. To experiment with primary colour tones and how they change in shade with addition of black or white. To develop a sense of achievement and pride in their work.</p> <p><b>I Am an Artist/ Knowledge of Artists</b> Week 5-6: To learn about artists and copy or be inspired by famous artists. Claude Monet (water lilies);</p> <p><b>Vocabulary</b> colour mixing, artist,</p>	<p><b>Collage and materials</b> Children to work together to develop and realise creative ideas. Children to construct with a range of materials. With support children to think about and discuss what they want to make. Children to discuss problems and how they might be solved as they arise. With support, children to reflect on how they have achieved their aims.</p> <p><b>I am artist</b> El Anatsui is a Ghanaian sculptor active for much of his career in Nigeria. He has drawn particular international attention for his "bottle-top installations"</p> <p><b>Vocabulary</b> joining, sculpture, design</p>	<p><b>Exploring Shadows</b> To introduce shades into simple representations to create depth. To begin to create shade on a more complex drawing, containing multiple objects. To develop the technique of blending pastels to create variation in colour tone.</p> <p><b>I Am an Artist/ Knowledge of Artists</b> Week 5-6: To create a simple representation of the girl with a pearl earring oil painting by Johannes Vermeer.</p> <p><b>Vocabulary</b> shadow, shade, charcoal</p>	<p><b>Joining and Constructing</b> Children to apply different techniques when joining materials, such as how to use adhesive tape and different sorts of glue Children to use a range of materials and tools care and precision, e.g: hand held hole punch, staplers, needle and thread, child friendly knives. Children to use new materials and tools with independence.</p> <p><b>I Am an Artist/ Knowledge of Artists</b> Week 5-6: Kara Walker (shadow art);</p> <p><b>Vocabulary</b> Joining, technique, safely</p>	<p><b>Gallery Exhibit</b> Children to create and paint simple representations of food using salt dough. Children to construct clay pots and add texture using sculpting tools. Children to plan how they would like to paint their pots and the various shades they would like to use. Children to discuss problems and how they might be solved as they arise. Children to create a gallery exhibit with their creation, presenting their art to others.</p> <p><b>Vocabulary</b> shades, tones, knead</p>
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<b>DESIGN &amp; TECHNOLOGY</b>	<p>To construct simple structures and models using a range of materials. To create collaboratively, share ideas. To use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences. To choose and explore appropriate tools for simple practical tasks. To follow instructions to keep safe. To select appropriate materials when constructing and making.</p> <p style="text-align: center;"><b>Vocabulary</b> create, tools, materials</p>	<p>To describe what, why and how something was made and compare it with others. To adapt and refine their work as they are constructing and making. To share their creations, explaining the process they have used. To refine initial ideas. To suggest healthy ingredients that can be used to make simple baked or cooked foods. To follow a simple recipe with adult help.</p> <p style="text-align: center;"><b>Vocabulary</b> recipe, ingredients, healthy</p>	<p>To add paint to models, including adding details to make improvements. To co-operate, collaborate and compromise to make large scale group models. To begin to design and amend their ideas.</p> <p style="text-align: center;"><b>Vocabulary</b> idea, improve, adapt</p>
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<b>MUSIC</b>	<p style="text-align: center;"><b>Listening and Responding To Music</b></p> <p style="text-align: center;">Introduce children to different kinds of music from across the globe, including traditional and folk music from Britain. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p> <p style="text-align: center;">To begin to keep a steady beat (singing and tapping their knees, dancing to music, making own music with instruments and sound makers.) To engage and respond to movement and listening games that use different sounds for different movements. (March to the sound of the drum or creep to the sound of the maraca.)</p> <p style="text-align: center;">Model how to tap rhythms to accompany words (tapping the syllables of names, objects, animals and the lyrics of a song.) Play music with a pulse for children to move in time with and encourage them to respond to changes: (i.e., jump when the music suddenly becomes louder) Children to create their own music.</p> <p style="text-align: center;"><b>Vocabulary</b> Instruments, Triangle, Bells, Drum, Maraca, Tambourine, body percussion, beginning, middle, end, playing, pulse,</p> <p style="text-align: center;"><b>Singing</b></p> <p style="text-align: center;">Sing in a group or on their own, increasingly matching the pitch and following the melody. Play pitch-matching games, humming or singing short phrases for children to copy. Use songs with and without words – children may pitch match more easily with sounds like 'ba'.</p> <p style="text-align: center;">Sing call-and-response songs, so that children can echo phrases of songs you sing. Introduce new songs gradually and repeat them regularly. Sing slowly, so that children can listen to the words and the melody of the song.</p> <p style="text-align: center;"><b>Vocabulary</b> Beat, Rhythm, Singing, voice, Audience, Song, Tune,</p>
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<b>BUILDING RELATIONSHIPS</b>	<p>To talk about the lives of people around them and their roles in society.</p> <p>To begin to build constructive and respectful relationships with support. To begin to listen to each other as well as the staff. To begin to share and cooperate with friends and other peers. To begin to listen and support each other. To begin to branch out and play with children outside friendship group. To follow instructions, with support. To begin to express their feelings if they feel hurt or upset. To begin to talk about their feelings and their opinions.</p> <p style="text-align: center;"><b>Vocabulary</b> Upset, hurt, kind,</p>	<p>To build constructive and respectful relationships. To listen to each other as well as the staff. To share and cooperate with friends and other peers. To accept praise when they help, listen and support each other.</p> <p>To branch out and play with more children outside friendship group. To follow instructions, with support when necessary. To use descriptive vocabulary, express their feelings if they feel hurt or upset. To be more confident to talk about their feelings and their opinions.</p> <p>To know some similarities and differences between different communities in this country.</p> <p style="text-align: center;"><b>Vocabulary</b> following instructions, friends</p>	<p>To build secure, constructive and respectful relationships. To listen to each other as well as the staff in a wide range of situations. To share and cooperate with friends and other peers beyond the classroom. To be more confident in accepting praise when they help, listen and support each other. To branch out and play with more children outside friendship group. To follow instructions confidently. To confidently use descriptive vocabulary, express their feelings if they feel hurt or upset. To talk about their feelings and their opinions in a wide range of scenarios.</p> <p style="text-align: center;"><b>Vocabulary</b> Respect, cooperate</p>
<b>SELF REGULATION</b>	<p>To begin to talk to their friends about their work and play.</p> <p>To begin to accept that mistakes are an important part of learning and going back is trial and error not failure.</p> <p>To begin to set own goals and to achieve them with support.</p> <p>To begin think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios.</p> <p>To begin to develop strategies for staying calm in the face of frustration.</p> <p style="text-align: center;"><b>Vocabulary</b> challenges, solving problems</p>	<p>To talk about what they are good at and what they want to get better at.</p> <p>Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others.</p> <p>Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them.</p> <p>To begin to develop problem-solving skills through teacher modelling how to solve a problem or difficulty.</p> <p style="text-align: center;"><b>Vocabulary</b> resilience</p>	<p>To reflect and self-evaluate their own work.</p> <p>To identify and moderate their own feelings socially and emotionally.</p> <p>To begin to explain to others how they thought about a problem or an emotion and how they dealt with it.</p> <p>To understand social responsibility, i.e., why we take turns, wait politely, tidy up after ourselves and so on.</p> <p>Set own goals and to achieve them.</p> <p>Think about the perspectives of others.</p> <p style="text-align: center;"><b>Vocabulary</b> solving problems</p>

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PHYSICAL DEVELOPMENT	MANAGING SELF	<p>To begin to develop good hygiene practises such as washing hands before snack time and after toilet. To engage in a conversation about exercise, healthy eating and the importance of sleep.</p> <p>To begin to understand how to travel safely in their local environment, including: staying on the pavement, holding hands and crossing the road when walking, stopping quickly when scootering and cycling, and being sensitive to other pedestrians.</p> <p style="text-align: center;"><b>Vocabulary</b> exercise, healthy eating,</p>	<p>To begin to understand the importance of healthy foods, including the importance of eating plenty of fruits and vegetables.</p> <p>Know and talk about the importance of toothbrushing.</p> <p>Know and talk about limiting screen time.</p> <p>Know and talk about the importance being a safe pedestrian</p> <p style="text-align: center;"><b>Vocabulary</b> hygiene, safety</p>	<p>Know and talk about the importance of regular physical activity</p> <p>Know and talk about the importance of healthy eating.</p> <p>Know and talk about the importance of having a good sleep routine</p> <p style="text-align: center;"><b>Vocabulary</b> routine</p>
	FINE MOTOR	<p>To be able to move their hands and fingers without moving their shoulders.</p> <p>To be able to tummy-crawl, crawling on all fours, climbing and hanging on monkey bars. To demonstrate increasing skill when dancing with scarves, using spray bottles, dressing and undressing dolls.</p> <p>To hold a writing instrument effectively when drawing freely.</p>	<p>To be able to move and rotate their lower arms and wrists independently</p> <p>To begin to pour and stir with confidence.</p> <p>To demonstrate increasing control when using pencils for writing, scissors and knives and forks.</p> <p>To begin to use a pencil with effective grip, writing letters, some of which are correctly formed.</p>	<p>To begin to thread and sew.</p> <p>To demonstrate increasing skill making models with junk materials, construction kits and malleable materials like clay.</p> <p>To develop a pencil grip to support an efficient handwriting style.</p> <p>To use a pencil with effective grip to write letters, most of which are correctly formed.</p> <p>To automatically efficiently and fluently form letters when writing.</p>
PE LESSONS	<p style="text-align: center;"><b>How we move</b></p> <p>Combine different movements with ease and fluency.</p> <p>To navigate an obstacle course effectively.</p> <p>To be able to change movement and direction quickly, i.e. changes of speed and direction.</p> <p>To develop precision in executing beginning and ending movements.</p> <p style="text-align: center;"><b>Vocabulary</b> change direction, navigate</p>	<p style="text-align: center;"><b>Dancing</b></p> <p>Watch and talk about dance and performance art, expressing their feelings and responses. Children to incorporate dance into their pretend play using related costumes and props.</p> <p>Children to replicate choreographed dances, songs and traditional dances from around the world</p> <p>Children choreograph their own dance moves, using some of the steps and techniques they have learnt.</p> <p style="text-align: center;"><b>Vocabulary</b> travelling, turning, jumping and leaping, balance and stillness.</p>	<p style="text-align: center;"><b>Ball Skills and Team Games</b></p> <p>To confidence, competence, precision and accuracy when engaging in ball skills including: throwing, catching, kicking, passing, batting, and aiming. To use a wide range of ball, including tennis and full-sized balls.</p> <p>To bat, pat and hit a ball, using a wide range of resources.</p> <p>To begin to use vocabulary to describe movement and directionality</p> <p style="text-align: center;"><b>Vocabulary</b> Aim, passing</p>	

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This document **MUST** be used in conjunction with the BYPS Progression Grids/ Intent Document

<b>GROSS MOTOR</b>	<p>To begin to engage in further physical challenges when they are ready, such as climbing higher, running faster and jumping further. To develop balance and stillness after movement.</p> <p>To move and balance on a range of surfaces.</p> <p>To begin to develop their overall body strength, co-ordination, balance and agility.</p> <p>To develop balance and confidence when using a range of wheeled equipment.</p>	<p>To develop stamina when highly active and out of breath.</p> <p>To begin lifting, carrying, pushing, pulling, constructing, stacking and climbing with increased confidence.</p> <p>To use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>To be able to be highly active and get out of breath several times every day.</p> <p>To develop increasing body control during various movements like spinning, rocking, tilting, falling, sliding,</p>
<b>FOREIGN LANGUAGES BIBLICAL HEBREW</b>	<p style="text-align: center;">Learn Block Letters in Hebrew</p> <p style="text-align: center;">to develop understanding of the vocabulary necessary to describe the culture surrounding Biblical Hebrew</p> <p style="text-align: center;">Explore the patterns and sounds of language through songs and rhymes.</p>		